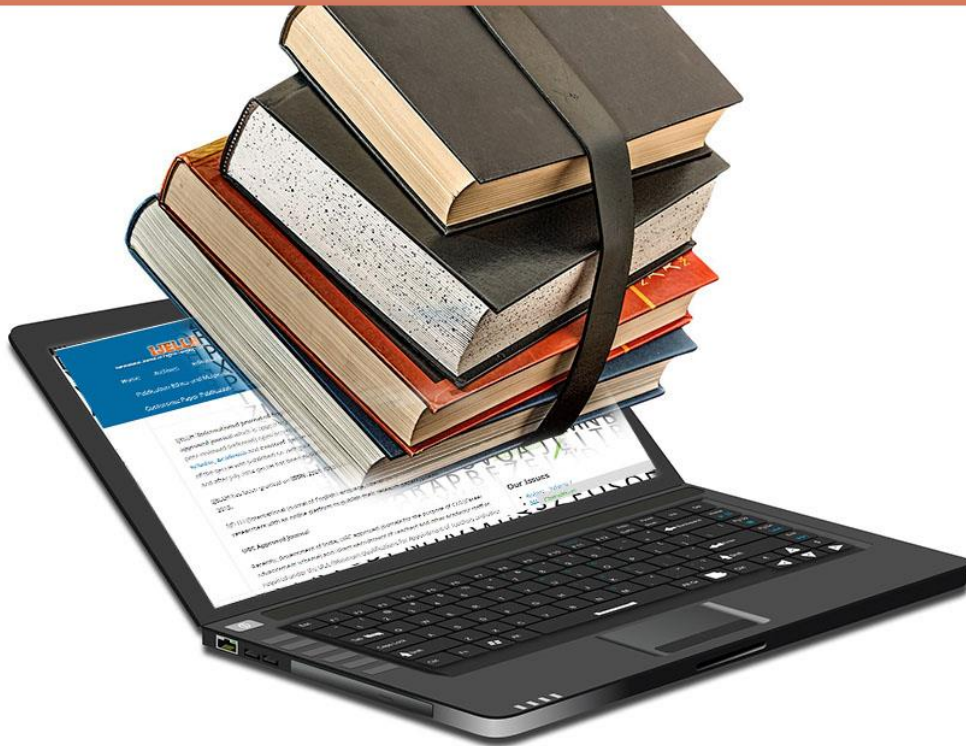


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Teaching Institutionalized Expressions through News Bulletins

Abstract

The chief objective of the present study is to introduce news bulletins as a resource to teach institutionalized expressions. In order to attain the main objective, the study outlines the background to the lexical approach and presents the classification of lexical chunks of Lewis taxonomy. It attempts to give a description the term 'institutionalized expressions' and provides various terminologies used to refer to the expressions. Later on, the study explains the significance of news bulletins in acquiring institutionalized expressions.

1. Background

The lexical approach has gained great interest in recent years with its contribution to language pedagogy. As opposed to grammar-centric methods, the approach has made lexis as the crucial component of language. Since words inevitably come before structures in language learning, the supremacy of lexis over grammar is highlighted by the exponents of the approach. Moreover, it is made evident by the lexis-based studies that the spoken and written output of native speakers majorly consists of lexical chunks which are bigger units than individual words. In the words of Richards and Rodgers,

Lewis, discussing the significance of institutionalized expressions in language learning, holds that they have the pragmatic characteristic of allowing language users to manage many aspects of communication. With these expressions the listener/reader would be able to expect what the language user is about to do. After knowing what is being done, one would easily comprehend and concentrate immediately on what is going to be said, on the specific content. For this reason, institutionalized expressions have their prominence in both speech and writing output.

Although many researchers have carried their works on polywords (include phrasal verbs to a great extent) and collocations, research on institutionalized expressions, the essential components of language learning process is left unexplored. Hence the present study mainly focuses on institutionalized expressions.

Lewis (1993) divides these expressions into three:

1. Hardly grammaticalized utterances. Ex: *Not yet. Just a moment*
2. Sentence heads/frames Ex: *Firstly....., But I can just...*
3. Full sentences with readily pragmatic meaning. Ex: *The ball is in the court*

3. Different terminologies of institutionalized expressions:

Different linguists have referred institutionalized expressions with various terms:

1. Memorized sentences (Pawley & Syder, 1983)
2. Fixed phrases (Moon, 1997)
3. Institutionalized phrases (Nattinger & DeCarrico, 1992)

4. Role of News Bulletins in acquiring institutionalized expressions:

According to Lewis (1993), many materials like dictionaries, grammar books, and course books which are particularly meant for language teaching may not always create interest to the students.

Hence, he argues for inclusion of ‘real materials’ into language curricula which are intended for non-language purposes such as broad casts, videos and songs. Besides, Lewis calls for authentic input that includes previous knowledge of the learners. In his words,

Authenticity doesn't lie in the traditional language used to direct the usage, signification and mastery of structures of the language but is more based on real world experience and in the previous knowledge of the learner. (1993, p. 28)

Since the news covered in the bulletin focuses on what is happening around in the world, it is a real life experience to its listeners. If we observe the content of any five consequent news relays, the content of each relay will either be a continuation or varies minimally from the other one. As a consequence, one would be able to anticipate and pay attention to what would be said in the bulletin. Apart from this, Lewis argues that spoken discourses are of extreme value to acquire the complex system of language. Thus, news bulletins can be considered as ‘real’, ‘comprehensible’ and ‘authentic’ resources to teach/learn institutionalized expressions.

Getting highly exposed to lexis in a forty-five minutes English period for four to five times a week remains questionable. In such situation, news bulletins act as an effective and great source of institutionalized expressions in both inside and outside the classroom. Furthermore, the resources help the learners in recollecting the expressions noticed from the bulletin, .in the opening or closing lines of the bulletin. Thus, news bulletins are graded series of lessons which allow the learners to observe, hypothesis and experiment with the institutionalized expressions.

5. Methodology adopted:

For the present study, five All India Radio news bulletins which had been broadcast from 24-02-2019 to 28-02-2019 and titled, ‘News at Nine’ were downloaded in text format from ‘News on AIR’ website. Thereafter, a sum of 40 institutionalized expressions has been noticed

from the bulletins. Having identified the expressions, exercises as suggested by Lewis have been framed to enhance the lexical awareness of the learners.

6. Institutionalized Expressions identified in the news bulletins:

1. He would be able to ...
2. with effect from
3. in respect of
4. Situation continues to be .
5. Keep inspiring the country
6. Paying tributes to the martyrs,
7. Talking about the..
8. He expressed confidence that...
9. Speaking on the occasion, ..
10. The country is moving towards...
11. According to...
12. He will certainly give...
13. She never took any right decision related to .
14. On the basis of
15. With regard to lotteries
16. It has decided not to take any further ...
17. not to pay heed to rumours
18. It was conveyed that...
19. in view of
20. In his address to...
21. I feel that

22. It has been a long standing
23. which has come about.
24. It will be welcomed
25. Have assured to help
26. It became inevitable
27. In this operation, a very large number
28. Addressing a public meeting
29. One of its kind
30. Earlier, ..
31. Meanwhile, ...
32. It also conveyed its strong objection
33. However,
34. There is enough
35. Subsequently..
36. This action is a part of
37. This is all that needs to be
38. The ball is in the court.
39. From across the globe
40. The nation is grateful to all

Exercise 1

Observe the above expressions and identify which of them could be used to start a sentence.

Exercise 2

Pick the expressions which have idiomatic meaning and form a sentence using them.

Exercise 3

How many expressions can you make by combining the expressions given below with those given in the table:

1. In view of
2. With regard to
3. In respect of
4. On the basis of
5. A part of

his behaviour	the statement	the ideas
her decision	the discussion	appearance
the fact	their failure	the circumstance
his complaints	the loss	their contribution
their living		

7. Conclusions and suggestions:

In conclusion, the study has observed that teaching institutionalized expressions through news bulletins is one of the best ways to implement the lexical approach. The study also recommends inclusion of news bulletins in language teaching curriculum to break the monotony of using the conventional materials such as course books.

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